



Kentucky Department of Education

Next Generation Professionals Delivery Plan

September 2013



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VISION/CHALLENGE

The Kentucky Board of Education (KBE) set the vision to have every student taught by an effective teacher and every school led by an effective principal. Recognizing the value and significance of this premise, the Next Generation Professionals Delivery Plan is designed to guide the comprehensive implementation of a common statewide professional growth and effectiveness system, a human capital development and management strategy, and policy changes that will redefine the professional growth of educators to meet the college and career needs of all Kentucky's children. The Next Generation Professionals Delivery Plan is anchored in the use of data and research to support teaching and learning conditions in every school in the Commonwealth.

“For four decades, education research has confirmed what many parents know: a child’s learning depends on the talent and skills of the person leading his or her classroom” (Learning about Teaching, MET Project Policy Brief, Dec. 2010). The goal of the Next Generation Professionals Delivery Plan is to provide an effective teacher for every classroom and an effective leader for every school. Based on this premise it is our belief a set of strategies to design an educator effectiveness system that is fair and equitable to measure teacher and leader effectiveness. Additionally, the plan will deploy strategies to ensure continuous professional growth of educators while creating a system for quality working conditions to create an environment for teaching and learning. The data gathered from the professional growth and effectiveness system and the TELL KY survey will be used to inform personnel decisions.

The professional growth and effectiveness system consists of multiple measures including but not limited to student growth, observations, peer observations, self-reflection, and professional growth. There are four levels of performance beginning with exemplary, accomplished, developing, and ineffective. The components of the system include aligned standards and four domains; leadership, professionalism, instruction, learning climate and student growth. The key strategies to design and implement the system include collaboration with education partners and the intentional involvement of local districts and schools, along with support and guidance from two state level steering committees.

The vision of the Kentucky Board of Education is to ensure that all students reach proficiency and graduate from high school ready for college and careers. To achieve this vision, students need the best teachers and principals possible. Evaluations should provide all teachers and principals with regular feedback that help them grow as professionals. Teacher and leader evaluations should give schools the information they need to build the strongest possible instructional teams, and hold school leaders accountable for supporting each teacher’s development.

Evaluation alone cannot create the transition of performance necessary to achieve college and career readiness for all students. The necessity of teaching and learning conditions coupled with professional growth and support are essential to the success of Kentucky's educators. Teaching and learning conditions impact student growth, teacher retention, educator recruitment strategies, and support for low performing schools.

This plan defines how KDE will support districts to meet this vision and overcome this challenge.

BACKGROUND/HISTORY

With the help of volunteer districts and the Principal and Teacher Steering Committees, KDE drafted and vetted a framework for teacher and principal effectiveness. These frameworks are the foundation for the effectiveness system. Processes, tools and multiple measures of effectiveness, including student growth, are components of the system.

KDE has contracted with Schoolnet/Pearson to implement the Continuous Instructional Improvement System (CIITS). The Educator Development Suite module will be implemented as a component of this system.

As the Teacher Professional Growth and Effectiveness System and the Principal Professional Growth and Effectiveness System continue to be developed over the 2011-2012 and 2012-2013 years, several guiding principles will be used to inform decision-making. The development of effectiveness systems that include measures of student growth shall be based on sound advice and practices from evaluation researchers as they continue to learn about the practice of teacher and principal effectiveness. To accomplish this task the frameworks went through a content validity assessment. The steering committees reviewed the results of the content validity assessment and questioned the viability of the frameworks noting several descriptors had not met the minimum cut points. The committees requested a thorough review of the findings revealing the rate of agreement results to determine the impact of adding descriptors to the framework.

In December 2011, the Teacher Effectiveness Steering Committee expressed concern about the results and asked the department to pursue the Danielson 2009 Framework and potential alignment with the identified multiple measures. The department provided the results of the analysis indicating a strong alignment with the multiple measures with the exception of observation. The steering committee asked the department to continue the analysis by reviewing the Danielson 2011 Framework and with the understanding a recommendation may come to switch to the Danielson 2011 Framework.

A spring field test was implemented in February of 2012 to examine the existing framework and the following multiple measures: student voice, professional growth plans, self-reflection, and student growth. The field test results indicated participants could make connections between the KY Framework and the multiple measures. However, when asked if participants could determine an appropriate rating based on the KY Framework, the responses indicated participants were dissatisfied with the use of the framework. Data from the field test were gathered through surveys, focus groups, and a review of submitted instruments.

In March 2012, the Principal Steering Committee expressed similar issues with the principal framework. The committee referenced the results of the content validity assessment removed many of the principal behaviors expected in the role of instructional leader. The committee recommended establishing a subcommittee to investigate working with Dr. James Stronge. The Kentucky Association of School Administrators has agreed to facilitate the first planning session. The planning session will take place in July 2012 at the KASA state conference.

In May 2012, the department conducted a web meeting with the Teacher Steering Committee providing an overview of the analysis of the Danielson 2011 framework and received a recommendation to adopt the framework for the Teacher Professional Growth and Effectiveness System. At the June 2012

meeting, the Teacher Steering Committee reviewed the KY Adapted Danielson 2011 Framework with the Student Growth Domain. The committee discussed inclusion of student growth as a viable part of the framework and would like pursue feedback from other states that are using student growth percentile data as well as a local approach similar to Kentucky model. The department will set this meeting with other states for September 2012.

Superintendents, principals and teacher leaders in the volunteer districts, steering committee members, key stakeholders and KDE staff are engaged in presentations, workshops and webinar sessions to continue to promote a deeper understanding of the strategies for mitigating the complexities of this work. The department engaged superintendents across the state through the Kentucky Superintendent Network. The full day workshops were designed to address communication, infrastructure, state and district capacity, as well as beginning protocols to scale the implementation for the Professional Growth and Effectiveness System. Feedback from the superintendents is shaping the departments development of a comprehensive communication and readiness plan. Kentucky remains committed to applying new learning from the current research focused on measuring effective teaching and leading. Further support for measuring the effectiveness with teaching and learning is event in the working conditions, support of educators and the ability to make informed decisions related to recruitment, retention, and distribution. "Recent findings about working conditions in schools have begun to reshape our understanding of the causes of teacher turnover. In a comprehensive review of the literature, Borman and Dowling (2008) find that teacher demographic characteristics, teacher qualifications, school organizational characteristics, school resources, and school student body characteristics are all related to teacher attrition. They argue that "the characteristics of teachers' work conditions are more salient for predicting attrition than previously noted in the literature" (p. 398)".

To improve student achievement, the Kentucky Department of Education (KDE) must assure that all students have effective teachers and principals guiding them through their instruction. Research shows that students who are taught by effective teachers have better education outcomes than students who are taught by ineffective teachers (Rivkin, Hanushek and Kain 2005). This difference can result in a difference of approximately one year of instruction (Hanushek 1992), which stays with students throughout their entire careers.

Teacher effectiveness affects not only the lives of students, but has a strong economic impact as well. Studies show that classes taught by effective teachers are associated with approximately \$250,000 more in student earnings than those classes taught by ineffective teachers (Chetty, Friedman and Rockoff 2011). These economic consequences are in addition to the increased student achievement associated with having a highly effective teacher. In order to staff schools and districts in the state of Kentucky with effective teachers and leaders, KDE needs to develop an effective Human Capital Management Strategy (HCMS). The vision for the HCMS is for schools statewide to recruit and retain effective teachers and leaders and distribute these professionals in the most effective and equitable manner. The key components of the HCMS address teacher recruitment, teacher retention, leader recruitment, leader retention, and the equitable distribution of teachers and leaders within schools and districts. Students who attend Kentucky schools come from culturally and economically diverse backgrounds; however, the teaching staffs in Kentucky schools do not reflect the cultural and class diversity of their students. The major impetus for hiring more diverse staff members is that the performance gap for non-white students decreases when they are taught by non-white teachers (Fairlie, Hoffmann and Oreopolous 2011); furthermore the retention rates for minority teachers is higher than for white teachers (Guarino, Santibañez, and Daley, 2006). In order to increase the number of effective teachers from culturally diverse backgrounds, we must do a better job in recruiting these teachers (Arends,

Clemson and Henkelman 1992). Two ways in which the teaching profession can attract teachers from more diverse background include attracting top the most competitive diverse students into teaching and opening up new avenues in which effective teachers from diverse backgrounds can be cultivated. Additionally, teacher retention becomes a critical factor in not only maintaining educators from diverse backgrounds but also ensure effective educators remain in schools where students need them the most. While many schools and districts have few problems in teacher retention, some districts or schools within districts have greater difficulties retaining effective teachers. While greater funding often leads to lower levels of teacher attrition (Guarino, Santibañez and Daley 2006), there are other ways to boost retention with lower levels of funding. It has been seen that mentoring and support in working conditions often outweigh funding in retaining effective teachers. The mentoring and induction programs that showed the greatest impact on teacher retention were those that paired novice teachers with experienced teachers who teach the same subject and have them participate in collective induction activities such as planning and collaboration with other teachers (Smith and Ingersoll 2004). One way in which we can retain more effective teachers is by improving working conditions. While pay may induce teachers to work in certain districts over others, working conditions determine which teachers decide to stay (Bacolod 2007; Liu Johnson and Peske 2004).

In looking at the TELL Kentucky report (Hirsch, Sioberg, and Dougherty 2011), the definitive source of teacher working conditions in the state of Kentucky, most Kentucky educators are satisfied with the teaching conditions in their school; however, nearly 20 percent of educators indicated that they did not want to stay in their current position in the immediate future. At the high school and elementary school levels, school and teacher leadership factors were seen as important factors in teacher retention, while at the middle school level positive teaching conditions and community support were seen as important factors in teacher retention. In order to improve teacher retention, working conditions and relationships with school leadership must be improved in certain sites. By giving teachers support once they are inducted into the profession, we can improve retention rates of highly effective teachers in hard to staff districts and schools.

Finally, the essential work with Learning Forward provides the opportunity to complete the Next Generation Professionals plan by changing necessary policy to support the continuous professional growth and development of educators. "Increasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators. For most educators working in schools, professional learning is the singular most accessible means they have to develop the new knowledge, skills, and practices necessary to better meet students' learning needs". Learning Forward, in collaboration with Council of Chief State School Officers, is collaborating with the Kentucky Department of Education and several school districts within Kentucky to transform professional learning and create a framework for a statewide, comprehensive professional learning system. Six states, Georgia, Illinois, New Hampshire, New Jersey, Utah, and Washington, will serve as Critical Friend States to contribute to and learn from the transformation in Kentucky. The framework will include a vision for professional learning and methods for advancing, monitoring, and evaluating it. Through this work Kentucky will develop policy to support the professional learning and support of educators.

Research Supporting the PGES

In a recent study, conducted by Scholastic and funded by the Bill and Melinda Gates Foundation, “Kentucky teachers stressed a desire for their performance to be based on factors they can impact directly—like student growth and student engagement—and not on factors that fail to consider the realities of individual students in individual classrooms.

This is clearly borne out in *Primary Sources* data at both the national and Kentucky levels. By far, teachers say that student growth over the course of an academic year and student engagement are the most accurate measures of teacher performance.

Teachers in Kentucky are more likely than teachers nationwide to view several additional measures as more accurate in gauging teacher performance. Specifically, Kentucky teachers:

- Are more likely to say student grades on standardized tests are at least somewhat, if not very, accurate (79% in Kentucky, 69% nationally).
- Are more likely to say principal observation and review is a very accurate measure (34% in Kentucky, 22% nationally).
- Are more likely to say department chair or team leader observation and review is a very accurate measure (29% in Kentucky, 20% nationally).” (Scholastic, 2010, pp. 5).

Based on current research and the need to establish a system that is robust, fair, and equitable, Kentucky has agreed upon the following principles to drive the design, implementation, and training for its new Professional Growth and Effectiveness System.

Guiding Principles

1. The goal of Kentucky's Professional Growth and Effectiveness System is to embody a philosophy of continuous improvement in the commonwealth's education system by providing meaningful and credible feedback that improves the performance of teachers and principals.
2. Kentucky's framework for Professional Growth and Effectiveness reflects the current research on teacher and leader effectiveness. This new system will be used to inform personnel decisions.
3. The development and implementation of the teacher and principal systems is a distributed leadership model, involving key stakeholder groups and users of the systems at the school and district levels. State Steering Committees are technical advisory bodies that receive information, questions, and feedback from districts participating in field-testing and later piloting of the systems in order to submit recommendations to the KBE/KDE for policy considerations.
4. Kentucky's framework for Professional Growth and Effectiveness has four domains that reflect standards of performance for teachers and principals. Each domain is described by indicators of performance that reflect the standards on a developmental scale.
5. Teachers and principals will be evaluated regularly and will receive clear and timely feedback to include opportunities for professional growth and learning.
6. Multiple measures, including the use of student growth data, provide an opportunity for a more complete description of a teacher or principal's contribution to student learning. Each of the multiple measures shall be weighted within the system. No teacher's or principal's evaluation can be based on one measure alone.
7. Each district shall employ multiple measures to determine a teacher or principal's effectiveness in the domain of student growth. This measure will include a state and local contribution to student growth data. Districts may use various types of district and classroom assessments and other evidence of student performance as measures of growth and effectiveness.
8. District participating in the field testing will develop processes and protocols to guide the decision making process for professional growth and improvement. These processes will need to be standardized within and across districts and the state.
9. Kentucky is committed to maintaining anonymity in reporting teacher performance ratings. There will be no public reporting of individual teacher data, only aggregate data will be shared.

NEXT GENERATION PROFESSIONALS THEORY OF ACTION

IF pre-service educators participate in rigorous professional educator preparation programs that focus on highly effective teacher and leadership practices;

and if professional educator growth and effectiveness is reliably and accurately measured using multiple measures;

and if districts and schools use professional educator growth and effectiveness data to identify the essential professional learning to improve educator effectiveness and facilitate growth;

and if these data are used to ensure equitable distribution of human capital across all levels of the education system;

and if the state, districts, and schools work to recruit and retain talented and well prepared education professionals;

THEN professional educators will be empowered ensuring all students, classrooms, and schools have access to highly effective educators.

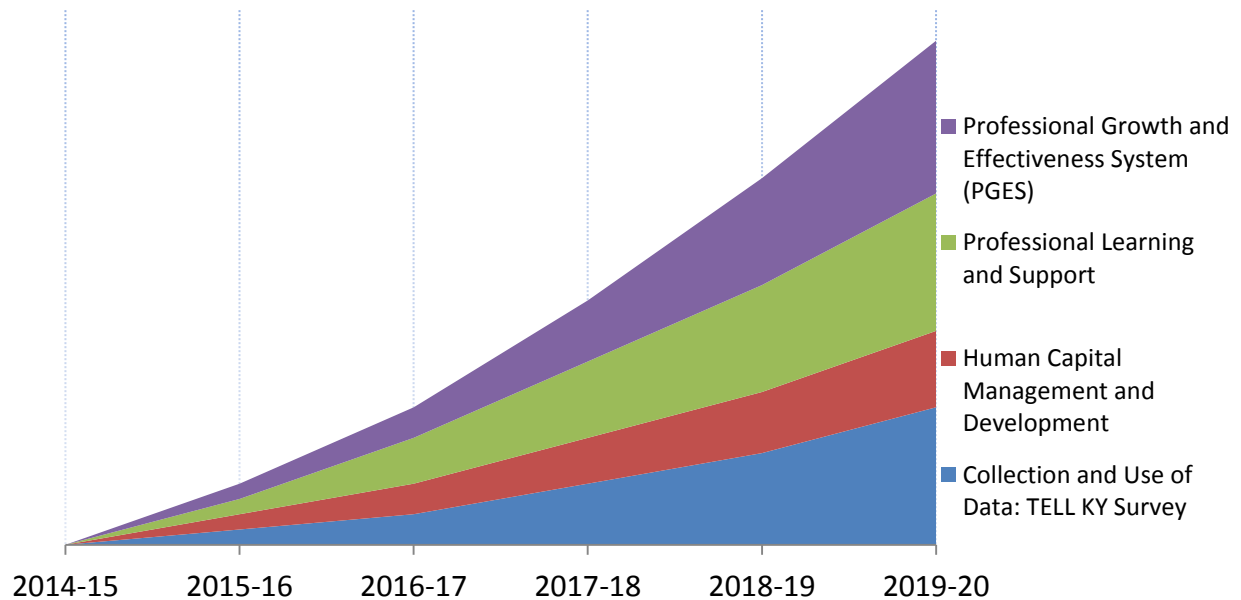
DELIVERY GOALS

There are two goals for the Next Generation Professionals delivery plan.

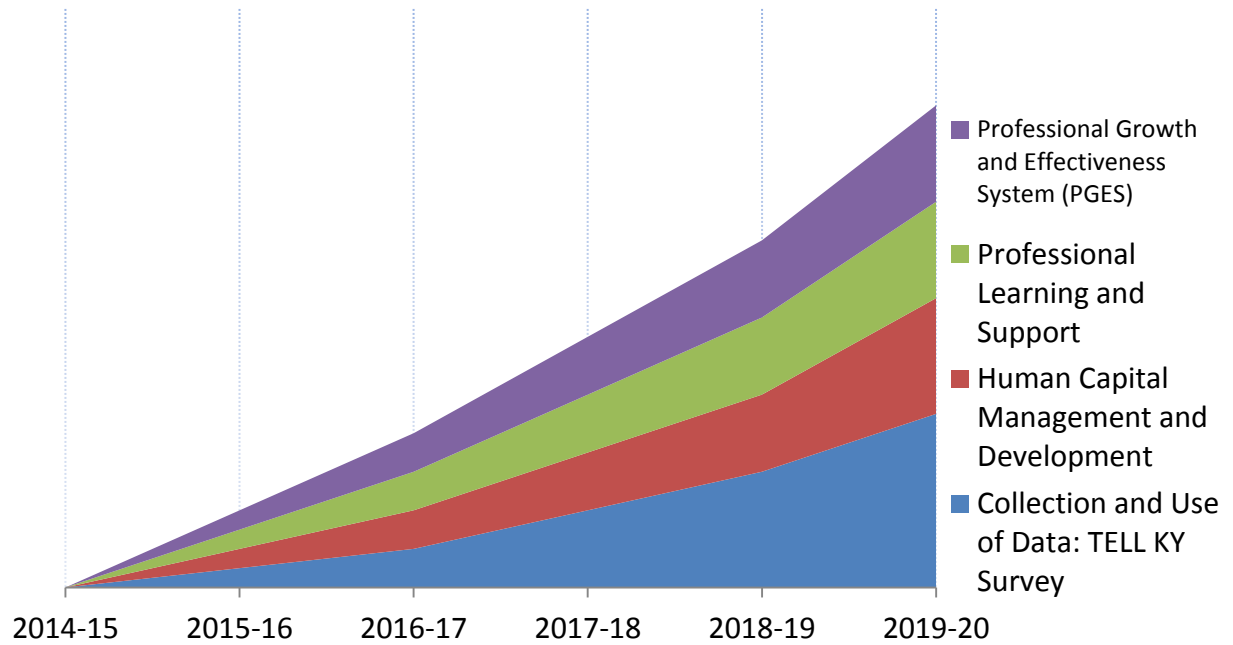
- Increase the percentage of effective teachers from __% in 2015 to __% in 2020.
- Increase the percentage of effective principals from __% in 2015 to __% in 2020.

TEACHER EFFECTIVENESS TRAJECTORY

The charts below connect each of the strategies to impact on the Next Generation Professional's targets. They represent evidence-based predictions for the increases in effective teachers and principals we project we will achieve each year to meet our targets.



PRINCIPAL EFFECTIVENESS TRAJECTORY



SUMMARY OF STRATEGIES

The executive sponsor for the Next Generation Professionals Delivery Plan is Felicia Smith, Associate Commissioner of the Office of Next-Generation Learners. The following table includes the strategies that will impact teacher and principal effectiveness and identifies appropriate leads responsible for each one.

Strategy	Description
Professional Growth & Effectiveness System	The Professional Growth and Effectiveness System is a weighted system designed to support student achievement, continuous improvement and multiple measures of teacher and principal effectiveness consisting of student growth, observation, self-reflection, student voice and professional growth planning.
Professional Learning & Support	The Professional Learning and Support strategy aims to provide a professional learning system that is responsive to the needs of educators. This will be accomplished through reforming state policies related to professional development. According to Learning Forward's report <i>Transforming Professional Learning in Kentucky: Meeting the Demands of the Common Core State Standards</i> , PD policies should align with the learning needs of teachers related to their practice. "These professional learning experiences are intended to be continuous, collaborative, culturally responsive, and classroom-focused, as well as inquiry-based, research-based, and results-driven." (pgs. 4-5). Current structures and requirements do not support this model of PD—they are predominantly stand-alone with little to no follow-up. Follow-up supports continuous learning, including observation and coaching on practices, analysis of student data/work to inform next steps in instruction and reflection on the instructional impact on student learning. "The question is how to create a policy infrastructure that will ensure the quality and reach of these resources to all who need to tap them and that will glue these initiatives together into a coherent, seamless set of supports" (p. 6).
Collection and Use of Data: TELL Kentucky Survey	The TELL Kentucky survey captures the perceptions of certified educators about teaching and learning working conditions in their schools through an anonymous process. By documenting and analyzing how educators view critical teaching and learning conditions, the survey provides each Kentucky school with its own data that can become a part of the ongoing improvement planning processes at the local, district and state level.
Human Capital Management &	The Human Capital Management Plan is based on the use of the data which will drive district and school actions to acquire top talent,

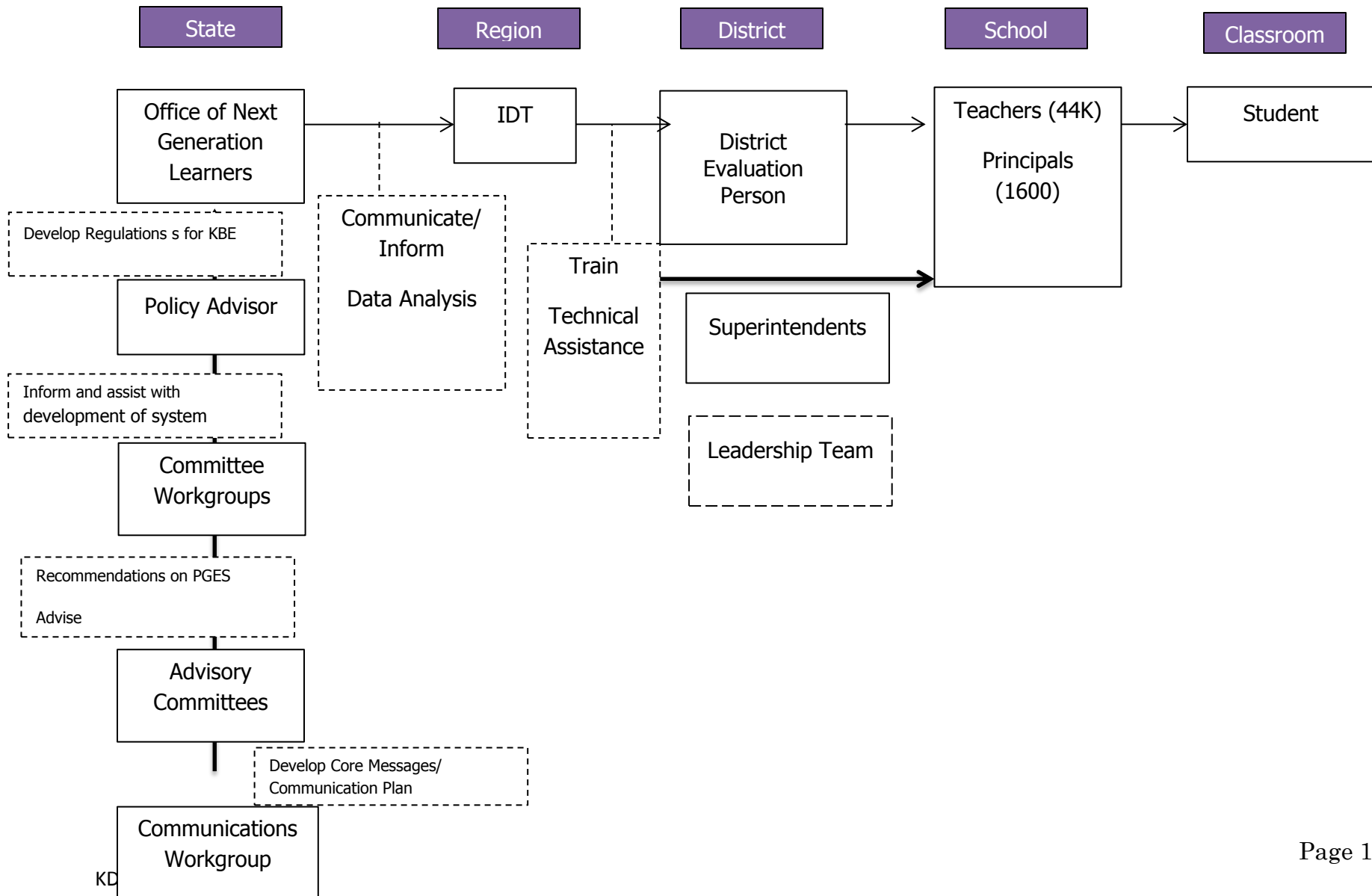
Development	develop and retain talent over time, place equitably distributed teachers and leaders in key roles in schools and districts to support student learning all driven by data from the Professional Growth and Effectiveness System.
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DESCRIPTION OF STRATEGIES

Strategy 1 : Professional Growth and Effectiveness System	
Theory of Action	<p>IF teacher and principal effectiveness drives student outcomes,</p> <p>and if the Professional Growth and Effectiveness System is effectively implemented,</p> <p>and if teacher and principals are accurately measured,</p> <p>THEN all students, classes and schools will be taught by highly effective educators and students will be college and career ready.</p>
Milestones	<p>2012-2013 School Year</p> <ul style="list-style-type: none"> • Conduct roster verification for lead teacher in all field test districts. • Field Test teachers check released test data connected to students from 2011-2012 roster • Train on use of CIITS. • Develop Fact Sheets for awareness-building regarding major components of the principal evaluation system • Develop training materials for principal evaluation • Train trainers and KASA/KDE staff in the implementation of the principal evaluation system. • Administer a survey to collect data on progress of professional growth plans, self-reflection, SMART Goals, Observations and Teacher of Record (TOR) roster verification. • Conduct Fall Regional Face to Face Focus Group meetings with a sample of local district participants. • Administer Student Voice Survey to field test district students. • Administer a survey to collect feedback concern the full year field test of the PGES. • Conduct Spring Regional Face to Face Focus Group meetings with a sample of local district participants. • Collect data on professional growth plans, self-reflection, SMART Goals, observations, use of student growth data by teachers and data from multiple measures of teacher effectiveness. • Field Test District Contacts submit scaling plan for January which will include complete participant list for additional teachers and principals who will join the extended Field Test beginning in January. • KDE reviews scaling plans and provides feedback and technical assistance for building district capacity • Certify additional principals in the PGES Observation Process • District leadership team develops plans for summer training and full scale implementation in fall of 2012-2013.

	<ul style="list-style-type: none"> • Develop or review training for district leaders for remaining 120 districts • Notify superintendents and principals participating in Principal Effectiveness system regarding principal effectiveness training. <p>2013-2014 School Year</p> <ul style="list-style-type: none"> • Support the onboarding of the 120 schools through electronic assistance and webinars to establish accurate TSDLs in IC for lead teachers and contributing professionals. • Conduct roster verification for lead teacher in all 174 districts. • Conduct roster verification for contributing professional in all 174 districts <p>2014-2015 School Year</p> <ul style="list-style-type: none"> • Beginning in May 2015, statewide data from the PGES multiple measures will be used as a benchmark for comparisons in future years. • Teachers and administrators in the original volunteer districts will have high stakes decisions made based on their growth from the previous year's benchmark scores.
Target Impact	<p>Teachers: 2015-2016: Low Impact 2016-2017: Low Impact 2017-2018: Medium Impact 2018-2019: High Impact 2019-2020: High Impact</p> <p>Principals: 2015-2016: Low Impact 2016-2017: Low Impact 2017-2018: Medium Impact 2018-2019: Medium Impact 2019-2020: High Impact</p>

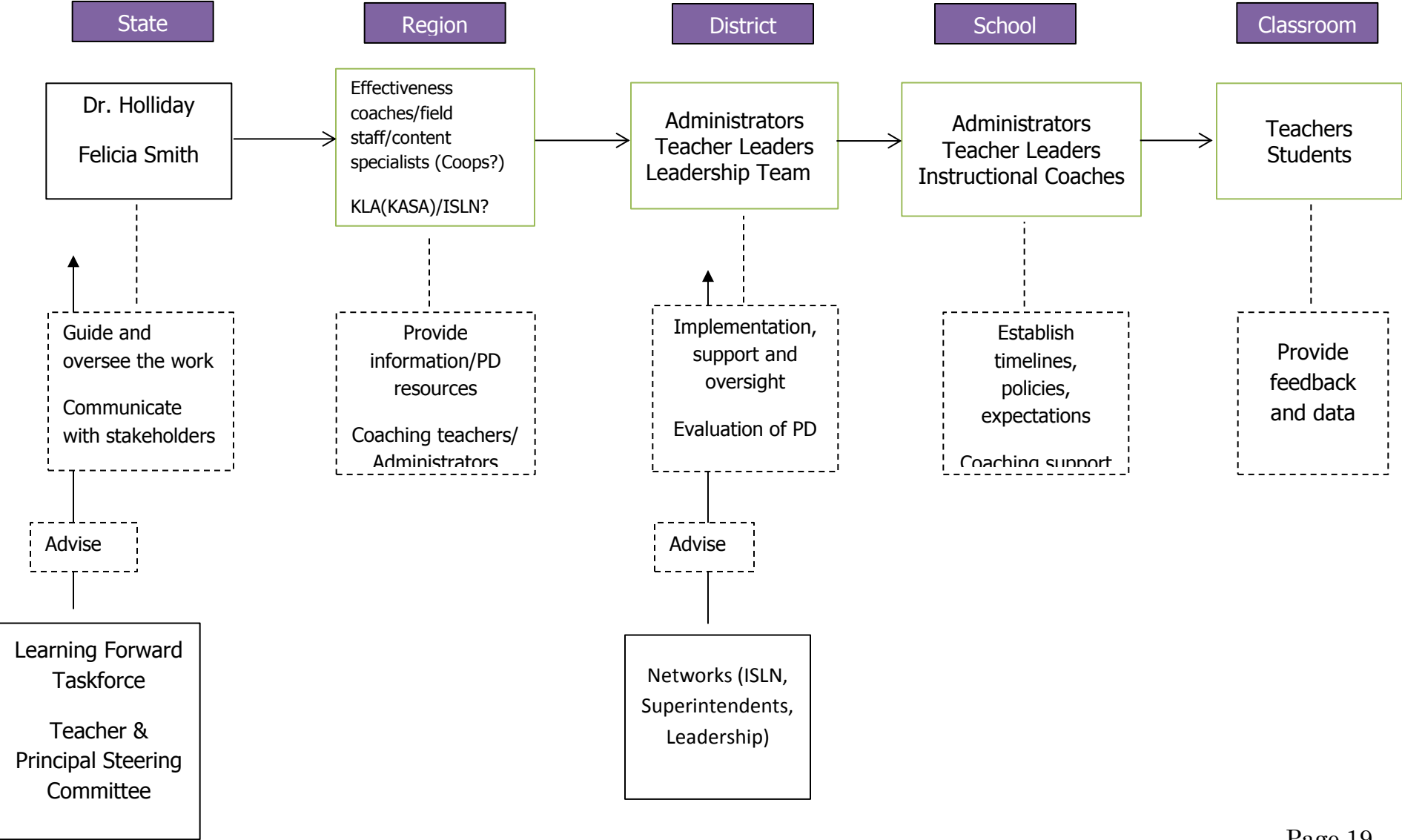
Professional Growth and Effectiveness System Delivery Chain



Strategy 2: Professional Learning and Support	
Theory of Action	<p>IF educators receive specific, personalized feedback through their effectiveness sources (as measured by the PGES) to gain an understanding of their current performance,</p> <p>and if educators use their effectiveness scores to develop and implement an appropriate professional learning plan,</p> <p>and if educators implement their professional learning plan to fidelity,</p> <p>THEN the effectiveness of educators will grow and student outcomes will improve.</p>
Milestones	<p>2012-2013 School Year</p> <ul style="list-style-type: none"> • Develop and adopt policy recommendation for professional learning • Develop rollout plan for new policy • Align agency work with 2011 Professional Learning Standards developed by Learning Forward • Establish core teacher advisory/planning committee • TALK Conference • Pilot Principal Academy for Integration & Field Test Principals • Learning Forward Professional Learning module training • Update KDE website for Professional Learning guidance and resources • Data collection • Update 3rd party provider information and review system <p>2013-2014 School Year</p> <ul style="list-style-type: none"> • Develop data collection and analysis process • Develop information monitoring and sharing process • Develop communication plan for disseminating information • Develop model local policies • Cohort 1 Principal Academy • Analyze data
Target Impact	<p>Teachers: 2015-2016: Low Impact 2016-2017: Medium Impact 2017-2018: Medium Impact 2018-2019: Medium Impact 2019-2020: Medium Impact</p> <p>Principals: 2015-2016: Low Impact 2016-2017: Low Impact</p>

	2017-2018: Low Impact 2018-2019: Low Impact 2019-2020: Low Impact
Indicators	<ul style="list-style-type: none"> • Alignment between student growth data and teacher effectiveness • Alignment between student voice data and teacher effectiveness • Alignment between observation data and teacher effectiveness

Professional Learning and Support Delivery Chain

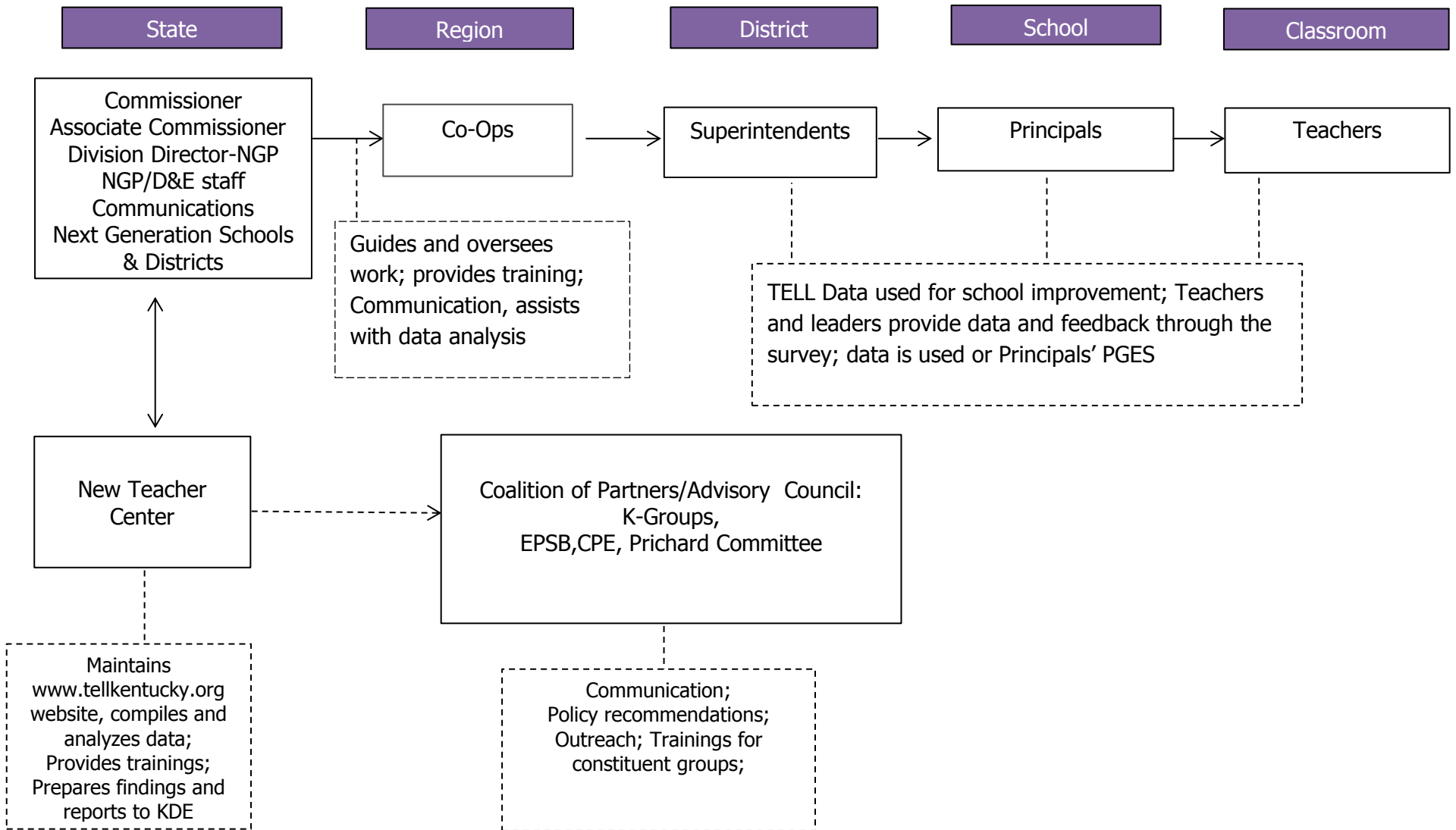


Strategy 3: TELL KY and the Use of Data	
Theory of Action	<p>IF the TELL (Teaching, Empowering, Leading and Learning) Kentucky survey is utilized to document and analyze educator working and learning conditions,</p> <p>and if districts and schools utilize TELL Kentucky Survey data to identify and improve positive teaching and learning conditions through the Consolidated District and School Improvement Plans;</p> <p>and if TELL KY survey data is used to further improve teacher preparation, recruitment and retention,</p> <p>THEN educators can make evidence-based decisions that will improve teacher and leader effectiveness.</p> <p>The TELL Kentucky survey captures the perceptions of certified educators about teaching and learning working conditions in their schools through an anonymous process. By documenting and analyzing how educators view critical teaching and learning conditions, the survey provides each Kentucky school with its own data that can become a part of the ongoing improvement planning processes at the local, district and state level.</p>
Milestones	<p>2012-2013 School Year</p> <ul style="list-style-type: none"> • Develop the Teaching Conditions Standards • Develop TELL data research MOU • Administer the TELL survey on March 1, 2013 • Communication – website, results, survey • Data analysis • Training and Training Coordination <p>2013-2014 School Year</p> <ul style="list-style-type: none"> • Selection and recognition of Winners’ Circle schools • Training and Training Coordination • Communication – website, results, survey, use of data <p>2014-2015 School Year</p> <ul style="list-style-type: none"> • Administer TELL survey in March, 2015 • Communication – website, results, survey • Data analysis • Training and Training Coordination <p>2015-2016 School Year</p> <ul style="list-style-type: none"> • Selection and recognition of Winners’ Circle schools

	<ul style="list-style-type: none"> • Training and Training Coordination • Communication – website, results, survey, use of data <p>2016-2017 School Year</p> <ul style="list-style-type: none"> • Administer TELL survey in March, 2017 • Communication – website, results, survey, use of data • Data analysis • Training and Training Coordination <p>2017-2018 School Year</p> <ul style="list-style-type: none"> • Selection and recognition of Winners’ Circle schools • Training Coordination • Communication- website, results, survey, use of data <p>2018-2019 School Year</p> <ul style="list-style-type: none"> • Administer TELL survey in March, 2019 • Communication – website, results, survey, use of data • Data analysis • Training and Training Coordination <p>2019-2020 School Year</p> <ul style="list-style-type: none"> • Selection and recognition of Winners’ Circle schools • Training and Training Coordination • Communication- website, results, survey 					
Target Impact	Teachers:					
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	Low	Low/Med	Medium	Medium	Med/High	High
	<p>Rationale:</p> <ul style="list-style-type: none"> • Low in the earlier years because the Professional Growth and Effectiveness System (PGES) for teachers will not be implemented statewide until the 2014-2015 school year. • There is no TELL KY survey administration in 2015-16, 2017-18, or 2019-20. In those years the concentration will be on developing Best Practices based on survey data and data from PGES to determine how schools are using it for school improvement and teacher retention. Training will be provided to schools about how to use the survey data, the Standards, and PGES to develop school improvement strategies and improve teacher and leader effectiveness. 					

	Principals:					
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	Low	Low/Med	Medium	Medium	Med/High	High
	Rationale:					
	<ul style="list-style-type: none">• Low in the beginning years because the PGES for principals will not be implemented statewide until 2015-2016.• Additional data from PGES and the Working Conditions Standards will be used to help determine school improvement strategies and move them from “developing” or “proficient”, to “accomplished”, and/or “distinguished”. Impact will be greater as more administrations of the TELL KY survey are completed and schools utilize the data for to improve teaching and learning conditions.					
Indicators	Data from TELL KY survey will show increase in the number of stayers vs. movers in education; Data will show increases in teacher leadership and professional learning opportunities that impact career pathways to help retain effective teachers and leaders. Data will show the impact of improved induction and mentoring for new teachers on the teacher and leader preparation programs.					
Resources	Funding provided by KDE, CPE; Personnel provided by Coalition of partners, New Teacher Center, and KDE staff.					

TELL KY Survey and the Use of Data Delivery Chain



Strategy 4: Human Capital Management	
Theory of Action	<p><i>IF the Kentucky Department of Education develops processes to obtain a diverse group of equitably distributed effective teachers and leaders;</i></p> <p><i>and if districts implement career pathways recognizing excellent teachers and leaders;</i></p> <p><i>and if teachers and leaders are provided professional learning opportunities and supports through multiple avenues;</i></p> <p><i>THEN every child will be taught by a highly effective teacher and every school and district will be led by a highly effective leader.</i></p> <p>The Human Capital Management Plan is based on the use of data which will drive district and school actions to acquire top talent, develop and retain talent over time, place equitably distributed teachers and leaders in key roles in schools and districts to support student learning all driven by data from the Professional Growth and Effectiveness Systems (Teacher, Principal, Superintendent) TELL Survey data, EPSB and CPE data.</p>
Milestones	<p>January 2012 – June 2012</p> <p>Pipeline Development</p> <ul style="list-style-type: none"> • Implement redesigned KEPS system statewide. <p>August 2012 – June 2013</p> <p>Reform Title II</p> <ul style="list-style-type: none"> • Implement new Title II timeline and submission process. <p>July 2013 – June 2014</p> <p>TIF Grant</p> <ul style="list-style-type: none"> • Submit TIF grant to USDOE. <p>Pipeline Development</p> <ul style="list-style-type: none"> • Develop budget neutral career pathways. • Distribute Talent Acquisition Tools and Resources to districts. • Implement HCM Technology online statewide employment application for all districts. • Implement ACES program in pilot district. <p>Superintendent Effectiveness</p> <ul style="list-style-type: none"> • Local boards adopt delivery artifacts as a component of superintendent effectiveness. • Local boards adopt superintendent effectiveness system.

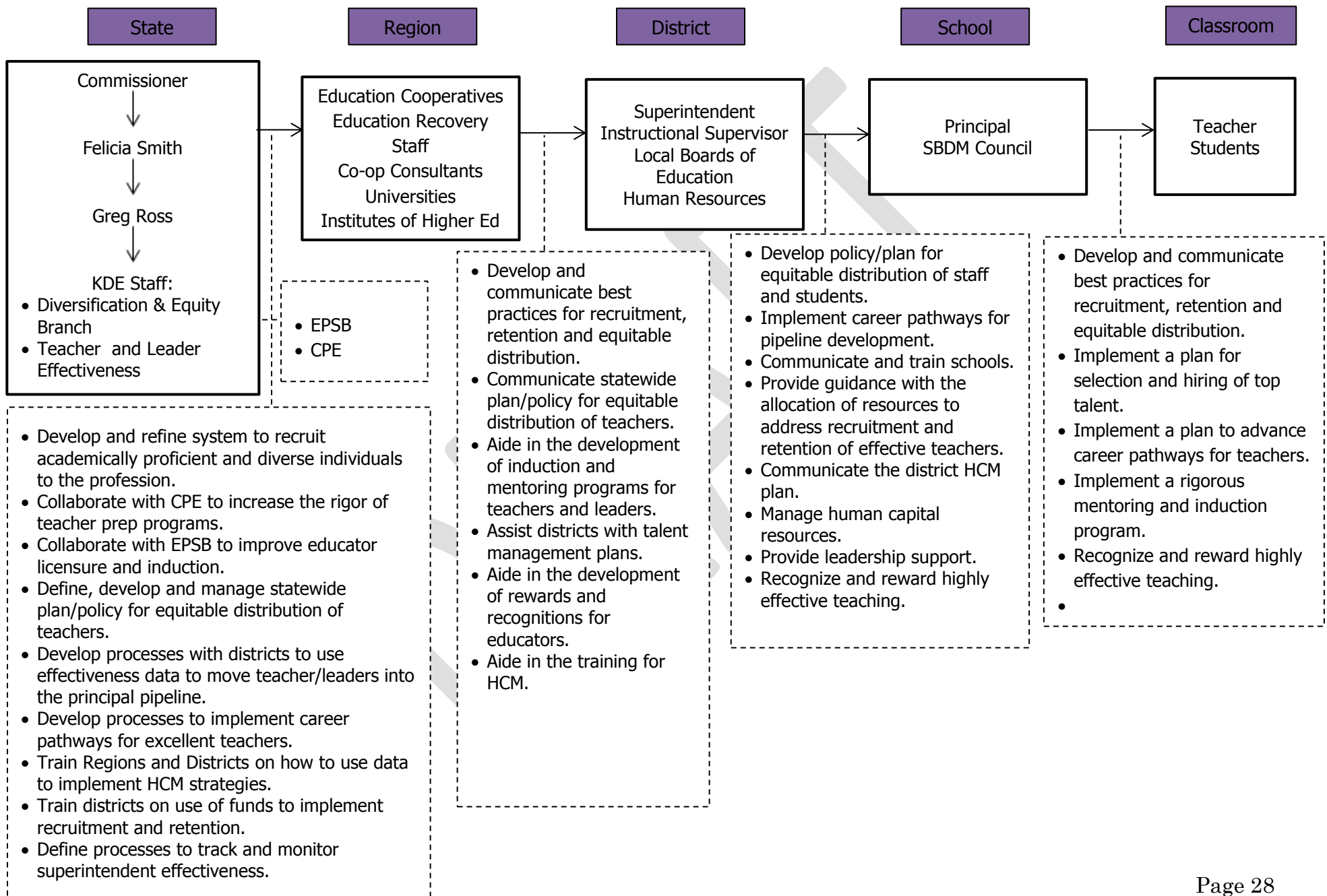
	<p>In-Service Support</p> <ul style="list-style-type: none"> • Pilot KTIP waiver process. <p>July 2014 – June 2015</p> <p>TIF Grant</p> <ul style="list-style-type: none"> • Implement TIF grant. <p>Superintendent Effectiveness</p> <ul style="list-style-type: none"> • Pilot superintendent effectiveness system. <p>Pipeline Development</p> <ul style="list-style-type: none"> • Implement Phase II HCM Technology System. • Implement budget neutral career pathways for teachers. • Implement ACES program statewide. <p>Pre-Service Preparation Programs</p> <ul style="list-style-type: none"> • Develop agreements with partners on teacher/leader certification, rigorous student teaching experience, additional alternative routes for certification and principal licensure tied to principal evaluations. <p>In-Service</p> <ul style="list-style-type: none"> • Implement new teacher induction process (multiple years). <p>July 2015 – June 2016</p> <p>TIF</p> <ul style="list-style-type: none"> • Implement TIF grant. <p>Superintendent Effectiveness</p> <ul style="list-style-type: none"> • Implement superintendent effectiveness statewide. <p>Pipeline Development</p> <ul style="list-style-type: none"> • Implement Phase II HCM Technology System. • Implement budget neutral ways to reward and celebrate teacher and leader performance. • Implement budget neutral career pathways. <p>Pre-Service Preparation Programs</p> <ul style="list-style-type: none"> • Implement teacher/leader principal certification process. • Implement annual data summit process with partners. • Develop screening process for students entering the education field. <p>In-Service Support</p> <ul style="list-style-type: none"> • Develop principal induction process. • Implement mentoring program in all schools and districts. <p>July 2016 – June 2017</p>
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	<p>TIF Grant</p> <ul style="list-style-type: none"> • Implement TIF grant. <p>Pre-Service Preparation Programs</p> <ul style="list-style-type: none"> • Implement screening process for students entering the education field. • Implement alternative certification routes <p>July 2017 – June 2018</p> <p>TIF Grant</p> <ul style="list-style-type: none"> • Implement TIF grant. <p>In-Service Support</p> <ul style="list-style-type: none"> • Implement principal induction process. <p>July 2018 – June 2019</p> <ul style="list-style-type: none"> • Implement principal licensure after completion of the principal induction program and re-licensure tied to principal effectiveness ratings.
Target Impact	<p>Teachers:</p> <p>2013-2014: None 2014-2015: Low Impact 2015-2016: Low Impact 2016-2017: Medium Impact 2017-2018: Medium Impact 2018-2019: Medium/High Impact 2019-2020: Medium/High Impact</p> <p>Principals:</p> <p>2013-2014: None 2014-2015: Low Impact 2015-2016: Low Impact 2016-2017: Medium Impact 2017-2018: Medium Impact 2018-2019: Medium/High Impact 2019-2020: High Impact</p>
Indicators	<ul style="list-style-type: none"> • Number of qualified applicants entering education programs at universities and exiting ready to teach. • Increase in equitable distribution of teachers and leaders. • Number of effective teachers retained after multiple years induction and mentoring. • Percentage of increase in student growth scores. • Percentage of decrease in critical shortage areas. • Number of teacher/leaders identified as a result of TPGES data. • Number of teachers moving into the principal pipeline as a result of TPGES data. • Number of effective principals retained after induction period. • Number of effective superintendents.

	<ul style="list-style-type: none">• Number of professionals applying for alternative certification routes.• Number of teachers accessing career pathways.• Number of teachers rating teacher supports as satisfactory or better.
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DRAFT

Human Capital Development & Management Delivery Chain



RISKS AND MITIGATION

	RISK	MITIGATION
Relationships	<p>Teachers and Collective Bargaining may resist teacher placement decisions that are based on student need rather than the desires of the adults.</p> <p>Cooperatives may not have the capacity to assist</p> <p>Stakeholder groups outside KDE will need to be closely involved</p> <p>Coalition partnership may not remain constant due changes in their staff, i.e. changing jobs.</p>	<p>Instead of using cooperatives, work with districts directly</p> <p>Establish a communication plan</p> <p>Maintain updated contact information and ask members to suggest replacements if they leave.</p>
Complexity	<p>Overlapping roles among strategies will involve multiple partners within various KDE offices.</p>	<p>Cross-functional teamwork will be necessary</p>
Funding	<p>Continued decrease in funding</p> <p>Changing the mindset of districts from using funds for salaries to using funds for recruitment and retention efforts and investing in individual and organization improvement</p> <p>Funding for the New Teacher Center to continue its work with TELL KY is dependent upon the legislature</p>	<p>Continue to find outside sources for assistance such as Bill and Melinda Gates Foundation</p> <p>Change in Title II, Part A statute for using funds for class size reduction rather than investing in current staff development and recruitment/retention of accomplished staff</p> <p>If funding is eliminated, compilation of the data and reports of the findings may be given to a state college or university partner; KDE staff would maintain the website.</p>

Feedback Loops	<p>Schools and education recovery staff in districts with focus and priority schools as potentially the first schools to develop and implement strategies to achieve equitable distribution through human capital management</p> <p>TELL KY data for each school/district with 50% response rate can be viewed on-line but there is no consistent method of tracking how it is being used.</p>	<p>Work with District 180 staff to determine how they plan to use their effectiveness data to make placement decisions (equitable distribution)</p> <p>Include use of TELL data in the instructions to schools/districts to complete their CSIP. Identify schools that have received the SBDM council trainings and follow-up to see if they have used the data to identify their needs and address them in the CSIP. Field test sites and Winners Circle schools may also provide good input into how data is being used.</p>
Choke Points	<p>Districts continuing to use funds for class size reduction</p> <p>Implementing a system and determining factors of effectiveness until full implementation of the Professional Growth and Effectiveness System</p> <p>Collective Bargaining Contracts</p>	<p>Developing results-based criteria for using funds for class size reduction</p> <p>Implement a system gradually beginning with priority or focus groups until full implementation</p>